

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Weslaco ISD	108913		
Vendor ID #	ESC Region #		
	1		
Mailing address		City	State ZIP Code
319 West Fourth Street		Weslaco	TX 78596
Primary Contact			
First name	M.I.	Last name	Title
Scott	P	Amdahl	Director of Instructional Technology
Telephone #	Email address		FAX #
(956)9566559	samdahl@wisd.us		9569696710
Secondary Contact			
First name	M.I.	Last name	Title
Carlos	J	Martinez	Executive Director of Technology
Telephone #	Email address		FAX #
(956)9566545	cmartinez@wisd.us		9569696710

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Priscilla	M.I. Canales	Last name Canales	Title Superintendent of Schools
Telephone # (956)9696503	Email address pcanales@wisd.us		FAX # (956)9690201
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

02/02/18

RFA #701-18-103; SAS #274-18
2018–2019 Technology Lending

701-18-103-194

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Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108913

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The target campuses for this program are the 4 middle schools within the district. We will be specifically targeting the incoming 6th grade students at these site. The campuses are Mary Hoge Middle School, Dr. Armando Cuellar Middle School, Central Middle School, and Beatriz Garza Middle School.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Weslaco ISD has begun to implement various models of blended learning within the district. At the middle school level the predominant models are station rotation and flipped instruction. We are combining elements of personalized learning along with the blended learning to develop a better connection between learner, teacher, and content. This is the basis of our district PLUG in WISD (Personalized Learning Unleashes Growth) program. This program is operating under a larger district initiative of having 100% of students and staff that are LIT for literacy. With this program our students will be PLUGGED in and LIT for Literacy.

We are starting to see some positive academic impact from these initiatives but we are still not fully meeting our academic goals for this group of students. Passing rates (Approaches Grade Level) for this group of students lag behind their peers in STAAR Reading (15% gap), Writing (13% gap), and Math (9% gap) based on the most recent testing cycle. Only 18% of the LEP students were able to meet grade level in Reading and 6% were able to master grade level in reading. In writing only 15% were able to meet grade level and only 2% were able to master grade level. From the most recent TELPAS data, nearly 44% of the LEP students are still at Beginning or Intermediate on the reading proficiency assessment. The Technology Lending Grant can help us improve access to important instructional resources and online instruction.

Increased Access/Bridging Digital Divide

Increase access to important learning opportunities for Limited English Proficiency (LEP) students through home access to a device and content filtered internet access. Specifically:

- Each target student will receive a Chromebook for use at school and at home. This will allow students to access vital reading instructional resources such as Edgenuity, Istation, Myon, MackinVia, etc. All teachers in 6th grade have active Google Classrooms that will be used to differentiate assignments and provide a collaboration point to meet student needs.
- Each target student will receive a Kajeet hotspot that will provide filtered internet access for the student Chromebook. Approximately 96% of our target group of students are also economically disadvantaged. This access will allow these students to have opportunities that many of their peers already enjoy.
- Note: As part of the district initiative all 6th grade student will receive a chromebook to take home but only the target population will receive a device and internet access. Having all students with a device will provide some instructional continuity and will allow teachers to engage all students in extended access to instructional materials.

Project Launch

Parents and students will attend a meeting in which they will get an overview of the program goals and student expectations. During the meeting parents and students will have an opportunity to ask questions they might have about the program.

All students will also participate in a 1 day Chromebook academy to launch this initiative. Students will learn about expectations, procedures, care, troubleshooting and learn tips for getting most instructional benefit from their Chromebooks.

Emphasis on sound instructional strategies

ELPS Training:

The bilingual teachers servicing our target population have received extensive training on the English Language

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Proficiency Standards and the critical instructional supports and strategies necessary for student success with the English language. Many of the strategies can leverage the use of multimedia such as audio and video content as well as interactive games. Students will have extended access to these types of instructional resources.

Blended and Personalized Learning:

The use of blended and personalized learning is a district initiative that will provide important support for the instructional program for our target students. In addition to the 1 and ½ days of training all teachers received this past year on the station rotation model of blended learning the target group of teachers for this grant will also attend a 3 day Blended/Personalize Learning Academy in June/July 2018. During this academy, teachers will increase their knowledge in models and strategies of blended learning, the value of personalized learning with the goal of making learning data driven, adaptive, engaging, and student-centered. The academy will be based on the Ready to Blend model developed by Heather Staker. Teachers will work collaboratively to develop their classroom plans and get group feedback when they present their plans to the larger group. As part of the academy teachers will also get additional training on the technology tools that support the blended/personalized learning model.

The Right Tools for the Right Students at the Right Time

Teachers have access to a large collection of online resources. These include content specific resources such as Edgenuity, Istation, Istation, Go Math, Imagine Math and open-ended resources such as Brainpop, MackinVia, Myon, G-Suite for Education, etc. Teacher selection of tools and assignments for students with different needs is essential. This will be addressed in our blended/personalized learning academy and throughout the school year. To ensure that teachers have the right tools for the flipped instruction component they will have access to 2 new resources: 1) Screencast-O-Matic will allow teachers to easily create and publish screencasts that can be shared with students to help them better understand key concepts, and 2) EdPuzzle Premium School Channel which will allow teachers to add interactive questions/assessments into video content. With the school channel teachers will be able to collaborate with their peers and share their flipped video lessons.

Goal Setting, Feedback, and Data

Teachers and students will be asked to set personal goals for their own learning during this program. Teachers will also be asked to set class goals. Although some of the goals are expected to be academic in nature, others can be more personal such as something a students would like to learn more about, etc.

Frequent feedback from all stakeholders will be a critical part of this program. Students and teachers will be asked to provide program feedback every 6 weeks to gather info about what is working and how the program can be improved. Parents will be asked for feedback at least 2 times during the program to get their input on the impact/success of the program for their students.

Data collection will be ongoing. Attendance, grades, testing performance, discipline referrals, etc. will be reviewed every 6 weeks to evaluate the impact of the program. The teachers, students, and parents will all be taking the Brightbytes Technology and Learning data survey along with the rest of the district. The target group will be setup as a data cohort so their responses can be compared to the rest of the district. Custom surveys will also be used to determine how the stakeholder groups perceive the program impact as teachers, students, and parents.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108913			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$48,274	\$0	\$48,274
Schedule #9	Supplies and Materials (6300)	6300	\$51,726	0	\$51,726
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$0
Total direct costs:			\$	\$	\$0
Percentage% indirect costs (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$100,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108913		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Kajeet, Inc. filtered internet service and associated fees for period of 10 months for 397 students	\$48,274
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$48,274
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$48,274

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108913		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: 357 Chromebooks	\$51,726
Grand total:		\$51,726

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108913		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108913			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$0
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
66XX—Software, capitalized				
11			\$	\$0
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
66XX—Equipment, furniture, or vehicles				
18			\$	\$0
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	379	96%	Of the 397 LEP students 96% are Economically disadvantaged
Limited English proficient (LEP)	397	31%	397 of the current 1297 5 th graders are LEP
Disciplinary placements	0	0%	
Attendance rate	NA	96%	Attendance rate for current 5 th grade ELL students is 96%
Annual dropout rate (Gr 9-12)	NA	%	Not Applicable to this target group.

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							397							

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The transition from elementary school to middle school is a difficult one for all students. It is particularly difficult for students that are entering the 6th grade yet are below level in their reading and writing skills. We are focusing our efforts with the grant to improve this transition and improve academic outcomes for our ELL students. All 4 of our middle schools will be participating in this program. Those campuses are Mary Hoge Middle School, Dr. Armando Cuellar Middle School, Central Middle School, and Beatriz Garza Middle School.

The data supporting our needs assessment is as follows:

53% of the target population was at Approaches Grade Level (15% gap) on their STAAR Reading assessment last year
 49% of the target population was at Approaches Grade Level (13% gap) on their STAAR Writing assessment last year
 18% of target population was at Meets Grade Level on their STAAR Reading assessment last year
 15% of target population was at Meets Grade Level on their STAAR Writing assessment last year
 44% of target population was at Beginning or Intermediate on the TELPAS Reading Proficiency assessment

428 (33%) of current 5th grade students do not have wifi internet access at home

415 (32%) of students in the target grade level report that they have some difficulty collaborating using online documents

Only 570/1297 of students in the target grade level report that they have access to a mobile computer at home. Over 53% of those that have access to a mobile computer at home share this device with other family members.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A high percentage (96%) of the targeted ELL population are also economically disadvantaged and thus not able to provide devices for their children or purchase internet access for home use.	The grant funding would allow us to provide internet access to 100% of the target population. Funds will also be used to ensure the target population has enough devices when combined with existing devices to provide 1 for each student. This device plus internet access will provide these students with access that many other students already enjoy which will provide additional learning opportunities for the ELL students.
2.	Students in the ELL sub population are performing significantly lower than the non-ELL students in Reading.	Students would gain increased access to important online resources and personalized online instruction which will increase student success.
3.	Students in the ELL sub population are performing significantly lower than the non-ELL students in Writing.	Students would gain increased access to important online resources and personalized online instruction which will increase student success.
4.	Increase the level of personalized and blended instruction for targeted students to ensure maximum opportunities for learning.	Teachers will be able to personalize home learning experiences for students based on student needs. Out of class work will become more targeted and meaningful which will increase student success and test scores.
5.	Increase opportunities for student to apply 21 st century learning skills using technology.	Our Brightbytes Technology and Learning data indicated that students have difficulty using online collaborative tools. Students with devices and internet access will have many more opportunities to practice online collaboration. With writin

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Schedule #14—Management Plan

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Technology	Must have experience with implementation of blended and personalized learning. Knowledge of online systems that support instruction.
2.	Instructional Technology Strategist	Must have experience with implementation of blended and personalized learning. Knowledge of online systems that support instruction.
3.	Secondary Language Arts Strategist	Ability to make connections between key content and blended learning and personalize learning strategies.
4.	Campus Instructional Facilitators	Ability to make connections between key content and blended learning and personalize learning strategies.
5.	Campus Technology Coordinators	Must have the ability to model use of innovative teaching with technology. Should be very knowledgeable in blended learning models and personalized learning strategies. Should be knowledgeable with the

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide staff development for participating teachers	1. Teachers attend 3 day Blended/Personalized Learning Academy	06/01/2018	06/30/2018
		2. Create online support/collaboration system for teachers	05/15/2018	08/29/2019
		3. Chromebook Training for Teachers	08/01/2018	08/15/2018
		4. Teacher Check ins (each 6 weeks)	10/5/2018	5/1/2019
		5. Blended/Personalized Learning Edcamp	08/15/2019	08/16/2019
2.	Project Launch	1. Create Parent Student Forms	05/01/2018	05/15/2018
		2. Initial Parent Meetings	08/12/2018	08/15/2018
		3. Student Chromebook Academy/Device Checkout	08/19/2018	08/21/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Data Collection	1. Data Collection 1	08/26/2018	09/27/2018
		2. Data Collection 2	09/30/2018	11/6/2018
		3. Data Collection 3	11/7/2018	12/20/2018
		4. Data Collection 4	01/08/2019	02/14/2018
		5. Data Collection 5	02/17/2019	04/1/19
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will collected and analyzed at the end of each 6 weeks grading period. Collected data will include attendance, grade averages, assessment data, results of student, staff, and parent surveys, etc. Meetings with campus and district staff will occur at each data collection to analyze the results and determine corrective actions/next steps to use the data to improve future results. Relevant data will be shared on a data dashboard that is publicly available.

Successes will be celebrated. This process will be gamified based on goals set and achieved through a badging recognition system. We have been using Credly for this purpose to recognize teachers that are innovators in the district. They same process will be used with students and teachers in this program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weslaco ISD currently has a 1:1 initiative with our freshmen students at our CTE Early College campus. We had a similar project launch with parents as planned. Some of the challenges with the program helped us design a better launch plan for this planned project. The two biggest challenges with that 1:1 project were 1) assumption that since students had used Chromebooks before they knew how to troubleshoot the device and how to use Chrome features like add ons and extensions and 2) Internet access at home. This planned project is addressing both of these concerns.

The grant funds are being to address the most critical need which is home internet access for this group of students that are lacking that access.

An important part of this planned project is individual goal attainment. Every participant in the program, including staff and students, will be setting goals for the school year related to this project. Goal progress and the reflection that goes with that will be part of occur during our data collections. This should keep participants connected to the project and provide opportunities to celebrate successes.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 108913		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Reading Scores	1.	Increase in ELL students scoring at Approaching Grade Level or higher on benchmarks
		2.	Decrease in ELL student performance gaps on benchmarks compared to non-ELL groups
		3.	Increase in number of students that receive Approaching Grade Level or higher on 6 th grade STAAR Reading Exam.
2.	Reading grades	1.	Increase in the number of ELL students receiving a passing grade in reading
		2.	Increase in the number of ELL students receiving a grade of 80 or higher in reading
		3.	
3.	Writing progress	1.	Frequency of target students participating in online/collaborative writing
		2.	Increase in number of students who receive a passing grade in writing
		3.	Increase in number of students that pass the writing benchmarks
4.	TELPAS	1.	Increase in number of students scoring High or Advanced High on Reading Proficiency Rating
		2.	Decrease in the number of students that did not make gains when compared to previous year
		3.	
5.	Custom data collection	1.	% of students that state having a device and internet access at home improved their learning
		2.	% of teachers that state having students with devices and internet access at home improved student performance
		3.	% of parents that state having a device and internet access at home increased the amount of time their child spent on studying/class work
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			

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Student performance data collections will be done primarily using the Eduphoria Aware system. This will allow us to gather data for the entire population of target students and compare them across classrooms and campuses. Teachers will be using their classroom level data to make instructional adjustments based on the analysis of missed items, patterns within a group of students etc. Attendance data and grades will be extracted from our student information system and combined with the Aware data to get a more complete picture. Attendance data wasn't listed in the project evaluation but it will be considered. Based on current attendance data the rate of attendance does not vary significantly from the non-ELL students. If the data shows the program is not having impact on some classrooms central office and campus staff will meet with the teachers in question. Initial meetings with such classrooms will be fact finding, root cause in nature and will not place blame individuals. We are expecting a constant feedback look with participants so perceived issues on their end will be communicated and addressed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

The 4 target campuses have enough current chromebooks to offer each student a chromebook to use during class. When the age of campus chromebooks is taking into account that availability changes. Central Middle School has enough newer chromebooks to offer every student a newer device. The 3 other middle schools have a higher percentage of chromebooks that are what Google considers AUE (Automatic Update Expiration). These devices are no longer able to receive software updates and are no longer work well with our Chrome management system. These student to device ratio at these campuses when the AUE devices are removed are Cuellar MS 1.3 students per device, Mary Hoge Middle School 1.2 students per device, and B Garza Middle School 2.1 students per device. These devices are purchased out of local funds which have decreased significantly in recent years. The campus with adequate newer devices will not get chromebooks with grant funds. The 3 campuses with high numbers of AUE devices will get chromebooks and all campuses will get the filtered internet access for the target population. There are currently no internet hotspots available for students at these campuses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Our first goal on our district improvement plan is to support STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs. This is supported directly by our district-wide LIT for Literacy program and our district program objectives to increase reading performance for ELL students in our district. Our district improvement plan calls for a passing rate of 70% for our ELL middle school students. That is significantly higher than our recent scores. We think we have started some initiatives that will help close the learning gaps for these students.

This past year Weslaco ISD began training teachers on blended/personalized learning. It is our goal that by the 2018-19 school year at least 30% of our teachers will be implementing blended/personalized learning into instruction. We fully expect these classrooms to outperform their peers that are using more traditional and less student-centered forms of instruction. Our instructional tech department has launched a PLUG (Personalized Learning Unleashes Growth) in WISD program. We firmly believe that highly engaging learning experiences that are tailored to student learning needs and enhanced through technology can make the difference for these students. The devices and internet access will allow us to expand this experience beyond the school walls and allow students to have access to resources at home that they have never had.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response. In our recent Brightbytes Technology and Learning data collection approximately 23% of students stated that they had no access to internet at home. Many of those that do have internet are relying on a mobile telephone to get their internet at home. Through this grant we want to offer a Kajeet Smartspot to each of the target students. From data collected, 96% of our 397 ELL students are also low income and cannot afford internet access. For the few that do have internet access they can opt to not check out the Kajeet offered at school and that hotspot will be made available for other low income students.

The Kajeet hotspot has a built in content filter which will protect students from inappropriate content while allowing them 200 MB of daily data to do their homework. The Kajeet system provides a management dashboard so we can track usage for each student. Students who do not show usage will be called in to inquire about issues with use and/or possibly determine that the device is not needed as in the case where the student has other internet access at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

All 4 of the participating campuses have committed to implement blended/personalized learning into instruction. All 4 are also currently in 1:1 environments (at school only) throughout their campuses. The district has several online resources that are available for middle school students such as: Edgenuity Pathblazers, Myon, Istation, Go Math! Exploras, StemScopes, Brain Pop, MackinVIA. The majority of middle school teachers also use Google Classroom and other G-Suite tools to facilitate online learning and collaboration. To ensure that students stay focused in class the district also has purchased Dyknow which allows teachers to monitor in class use of chromebooks and provides data in the form of reports that show how students are using the chromebooks and what resources they spend the most time on.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

The use of digital instructional materials is critical in our middle school academic program. Each core subject digital materials. In the target grade level students have access to online reading resources such as: Edgenuity Pathblazers, Kurzweil 3000 for additional online reading support, Istation for reading assessment, Myon and MackinVIA for ebook reading. In addition to these resources teachers use Google Classroom as a learning hub to link students to and assign work from the various resources. Furthermore our teachers have become very good at creating learning playlists for students which have the links and assignments within the list. These is a great way for our teachers to ensure they are assigning the right tools for the right task for the right student. This has become a tool for blending and personalizing the resources they have available.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

The infrastructure at the participating campuses is well suited to support this initiative. These campuses already support every student using a device at the same time during the course of any school day. Each classroom has it's own high capacity wireless access point and there is plenty of internet bandwidth for all users. We rarely reach even 70% of the internet capacity on any given day.

Technical support will also be more than adequate. Campus-level support will be available form the campus technology coordinator, a full time staff member that manages campus instructional technology and supports the classroom integration of available technology devices and tools. The district also employs 10 hardware technicians that can provide support for any broken/damaged equipment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108913

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

All devices get catalogued in our Follett Destiny program by the campus librarians. The librarians will check the devices out to students after the mandatory parent meeting and student training. There will be enough devices for each student in the target group so there should not be any competing need. As part of the program there will be a weekly spot check done in the classroom by the classroom teacher. In addition each 6 weeks students will need to check their device in and back out with the campus librarian. This will verify that students have the device and that it is in good working order.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Students and parents will be required to sign an agreement regarding the responsibilities that go with the chromebook loan. The expectation that students will bring the device to school on a daily basis will be enforced within the classroom. The district investigated the possibility of insurance. The cost of \$0 deductible full coverage insurance for these devices. The cost for that insurance would be \$9,000. In lieu of purchasing insurance the district is prepared to cover repairs/replacement on these devices with local funds.

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